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ABSTRACT

Seven sample lessons on population and the family appear in this home economics teacher's manual. These activities have been adapted from materials produced in several countries in Asia and Oceania. A scope and sequence chart illustrates how teachers can integrate population-related issues into the home economics curriculum. Among the topics covered in this manual are family relationships, nutrition, family stages, marriage, adolescent changes and decisions, and family resources. Activities are designed for students in the upper primary grades through high school. (WB)

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population education in HOME ECONOMICS

some sample lessons

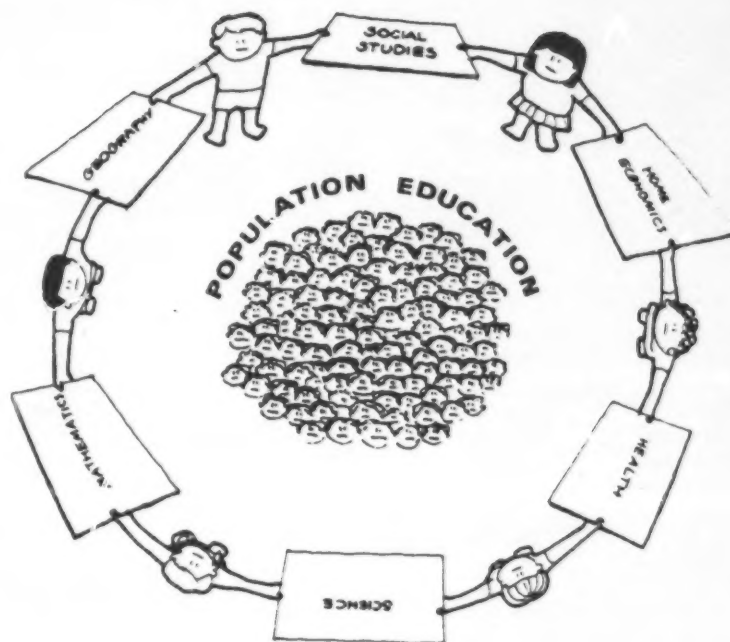
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Bangkok, Thailand, 1980

NOTE TO THE READER

This collection of instructional materials is in response to a number of requests for sample lessons and learning materials on population education from around the world, most especially from the countries of Asia and Oceania. This increasing demand for actual lessons is a reflection of the stage that many national population education programmes in Asia and Oceania have now reached either in the curriculum or teaching stage or both. This collection of instructional materials is intended to provide teachers, curriculum developers and educators with useful tools for disseminating population education concepts in the school setting.

For faster adaptation and better application, this collection of population education lessons has been selected from current population education programmes in Asia and Oceania--mainly from Indonesia, India, Malaysia, Pakistan, Philippines, Republic of Korea, Sri Lanka and Thailand, and including Fiji and Papua New Guinea. In all these countries, population education concepts are integrated into various subject areas which are being taught in primary and secondary schools. Matrix A presents a listing of subject areas into which population education is integrated in countries having population education programmes.

For many curriculum developers and teachers, population education is a new area. For this reason and the fact that it needs to be taught with other subject areas because of its broad-based orientation, many in the field have expressed the need to develop more knowledge and skills in integrating the concepts into various subject areas such as social studies, science, biology, home economics, mathematics, health and others. Integrating population education into various subject areas is not as easy as it might seem. Although a number of content analyses of school textbooks have shown that some population education concepts already exist in these materials, they are there more by accident than by design. Furthermore, the need to show relationships between concepts under population education vis-a-vis the mother subject is neither implicitly or explicitly done in these textbooks. What is needed is a sharper focus on the actual techniques for making population education concepts part of a subject area. While it is also true that a number of materials have been developed which appear to demonstrate a structure for teaching population education, this structure often consists only of overall goals, generalizations and behavioural objectives on a very skeletal basis.

Organization of This Booklet

This booklet is one of six available in a set, each of which brings out population education concepts as part of a particular subject area. The six titles are:

1. Population education in home economics
2. Population education in health
3. Population education in social studies
4. Population education in science
5. Population education in mathematics
6. Population education in geography.

These subjects were selected because they form the basic areas of study in the educational system of any country. Since the contents which may be included in population education programmes will, quite naturally, vary with the maturity and needs of the students, these lessons are actually geared to different levels: lower to upper primary to middle school and high school. To provide the teachers with a detailed view of how population education concepts are integrated in each subject area, a scope and sequence is given as introduction and guide to each booklet. Each scope and sequence consists of a listing of concepts under which a number of sub-concepts, objectives and grade levels fall. This scope and sequence is consolidated from population education curricula of nine countries: Bangladesh, Indonesia, India, Malaysia, Pakistan, Philippines, Republic of Korea, Sri Lanka, and Thailand. In consolidating the various samples of scope and sequence of these nine countries, we found many instances where a particular sub-concept can appear under two related concepts. Some closely similar lessons are also being taught in different grades in various countries. The best that we could do in the first instance was to merge related concepts into one and in the second instance to state that a lesson designated for upper primary can also be useful for lower secondary and so forth.

The selection of sub-concepts to illustrate is based primarily on the availability of interesting and innovative lessons on that particular topic. You will see in the scope and sequence that only those sub-concepts which are illustrated with lessons are indicated by an asterisk (*). Each lesson contains a box which provides the user with initial information with regard to content, objectives, grade level, and the scope and sequence number. This number identifies the place of the lesson in the scope and sequence. Many different materials and lessons are included in this booklet. There are several short (about 30 to 45 minutes) lessons as well as a few complete units. Some are reproduced in their entirety and many adapted from the existing curriculum materials from the selected countries.

The lessons in this booklet are not intended to be comprehensive. They have, however, been selected to represent the broad concerns of this particular subject area. The Clearing House would appreciate feedback from the users regarding its use or non-use. Hopefully, these few lessons should generate more contributions from the Member States by providing us with actual lessons which they think can be of great use to other countries. With these few lessons serving as a springboard, we hope that teachers, trainers or curriculum developers will devise or add more lessons until the sub-concepts in each scope and sequence have been completely illustrated.

POPULATION EDUCATION AND HOME ECONOMICS

Why is home economics a highly suitable subject area for infusion of population education concepts? Home economics is essentially a family-centred, skill-oriented, and decision-making subject, concerned primarily with strengthening family life through (1) educating the individual for family living; (2) improving the quality of goods and services consumed by the families; and (3) conducting studies on the needs of individuals and families and the means to meet these needs. In the same vein, population education is an educational programme which provides for a study of the population situation in the family, community, nation and the world with the purpose of developing in the students rational and responsible decision-making concerning their reproductive behaviour. Both are aimed at developing rational decision-making skills regarding family-oriented activities.

The aspects of home economics which may be indirectly or directly concerned with population issues have been called by different names including:

home management	mother and child care
the family	problems of living
marriage	family living
family development	marriage and family
family life education	

Each of these subjects, as its name indicates, is concerned with stages in family life cycle starting with the establishment of the family (selection of life partner, marriage, and first pregnancy), expanding family (arrival of first child until menopause), contracting family (the marriage of the first child until the last child leaves home), to middle age and retirement. When dealing with each stage in the family life cycle, criteria for making decisions can and should be discussed. The emphasis and content of population-related material in each course varies according to the values and aspirations of the nation as well as the maturity of the learners.

Viewed from this perspective, the population education component of home economics curricula could appear in each of the following units, among others:

<u>Food</u>	1) family food (menu planning and marketing emphasizing need for adequate resources for the family)
	2) food selection and storage (for family use)
	3) family nutrition
	4) food production (and family food needs)
<u>Clothing</u>	5) family clothing (budgeting to provide adequate clothing for the family)
	6) selection of cloth and clothes (fibre and fabric providing quality clothing for the whole family)
	7) grooming (including sex education topics where applicable)
<u>Home and</u>	8) housing (space needed for family, various activities)
<u>Family</u>	9) home management
<u>Manage-</u>	10) family resources management (planning for use of family
<u>ment</u>	budget and resources)

- 11) family responsibility (A delicate and extremely important issue arises when considering life styles of different size families and the responsibilities of children to their parents and to each other)

Family
Life
Education

- 12) family establishment stage (mate selection, marriage, age at marriage and first pregnancy, sex education where applicable)
13) enlarging family (spacing of births during years until first child leaves home--a big unit at upper secondary school)
14) the contracting family (nuclear family grows smaller)
15) middle to old age (difficult and important issues arise involving possibilities for savings and old age security in different size families)

Child
Care
and
Guidance

- 16) expenses for children (incorporated several units)
17) bringing up the child (education at home and school).

1. POPULATION EDUCATION IN HOME ECONOMICS

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Population Education Clearing House

UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND OCEANIA

Bangkok, Thailand

I. SCOPE AND SEQUENCE OF POPULATION EDUCATION CONCEPTS AS INTEGRATED INTO
HOME ECONOMICS SUBJECT: CONSOLIDATED FROM SCOPE AND SEQUENCE
OF HOME ECONOMICS SYLLABI OF SELECTED ASIAN COUNTRIES
(India, Pakistan, Philippines, Republic of Korea, Thailand)

CONCEPTS	SUB-CONCEPTS	OBJECTIVES	GRADE LEVEL			
			Elementary		Middle Level	High School
			Lower	Upper		
A. THE FAMILY	1. Significance of family unit.	1. To develop understanding of co-operation among family members as basic factor to well-rounded family life.		X	X	
	2. Composition of family unit.	2. To identify roles of family members and understanding how each one can contribute to satisfactory family relationship.				X
	3. Types and size of family	3. To realize that family life is divided into different stages and that the length of the different stages is usually determined by the number of children.			X	X
	4. Functions and role of family members.	4. To relate how family size affects family relationship.	X	X		
B. MANAGEMENT OF FAMILY RESOURCES	5. Establishing satisfactory family relationship.*	1. To be able to describe some family goals.			X	
	6. Sharing responsibilities in the house.	2. To identify the different family and community resources that can help families provide what they need and want.		X	X	X
	7. Stages of family life.*	3. To analyse what happens to family resources as family size increases.			X	X

* denotes subjects illustrated by lessons.

CONCEPTS	SUB-CONCEPTS	OBJECTIVES	GRADE LEVEL			
			Elementary		Middle	High
			Lower	Upper	Level	School
C. FOOD AND NUTRITION	7. Buying wisely.	4. To describe the relationships among family size, family resources and achievement of family goals.			X	X
	8. Ways of managing family income.					
	9. Developing a family spending plan.	5. To describe the relationships between family size, food, clothing, education, housing, etc.			X	X
	10. Keeping family accounts.	6. To realize that the adequacy of family resources is affected by the size and composition of the family.		X	X	X
		7. To be able to estimate financial costs of the family and develop a budget plan vis-a-vis size of the family.			X	X
	1. Family food supply.	1. To develop understanding of the relationship between family size and food requirements.		X	X	X
	2. Planning family meals and marketing.	2. To explain the factors which affect the quality and quantity of food available to a family.		X	X	X
	3. Nutrition and family size.	3. To draw conclusions about the effects of inadequate food supply on the quality of life of family members.		X	X	X
	4. Daily food requirements of mothers, babies, adults and children.	4. To recognize the difference between planning meals for a smaller family and a larger family on the same income.			X	X
	5. Nutrition of mothers.	5. To understand the effects of breast feeding on health and nutrition of infants.				X
	6. Child nutrition.					
	7. Methods of food selection, storage and sanitation.					
	8. Common food problems of the community.					
	9. Food production and community population.					

CONCEPTS	SUB-CONCEPTS	OBJECTIVES	GRADE LEVEL			
			Elementary Lower	Upper	Middle Level	High School
D. HUMAN DEVELOPMENT AND ADOLESCENCE	1. Physical, mental, emotional characteristics of adolescents. 2. Changes in boys and girls at puberty. 3. Differences in physical development of boys and girls. 4. Sexual maturation in boys and girls. 5. Significance of menstrual processes to fertility behaviour. 6. Dating.	6. To describe the relationship between family size and nutrition of infants and children.				X
		7. To compare the nutritional needs of the pregnant and lactating women with nutritional needs of other family members.				X
		8. To identify ways of food selection and storage.				X
		1. To understand that boys and girls undergo changes at puberty and such changes are part of growing up.				X
		2. To identify the different physical, mental, emotional and social characteristics of the adolescent male and female.				X
		3. To realize that boys and girls differ in their physical growth because of the nature of their role in the human reproductive process.				X
		4. To recognize the significance of the major changes in boys and girls to fertility behaviour.				X
		5. To gain insight on the meaning of responsible sexual behaviour.				X

CONCEPTS	SUB-CONCEPTS	OBJECTIVES	GRADE LEVEL			
			Elementary		Middle	High
			Lower	Upper	Level	School
E. GROWING TOWARDS RESPONSIBLE MARRIAGE	1. Reasons for marrying.*	1. State some reasons for marrying.			X	X
	2. Problems of young marriages.	2. State some reasons why people go into early marriage and why early marriage was traditional in the past.			X	X
	3. Causes of early marriages.					
	4. Prerequisites for marriage.					
	5. Delayed marriage.					
	6. Factors for successful marriage.	3. To identify factors that contribute to successful marriage.			X	X
	7. Marriage as a social responsibility.	4. To state some reasons why delayed marriage is usually better.			X	X
	8. Age at marriage.	5. To realise that marriage presents challenging opportunities and responsibilities to couples.			X	X
	9. Advantages and disadvantages of early or late marriages.	6. To analyse the effects of the age at marriage on the kind of family one might have.			X	X
	10. Customs, beliefs, traditions and laws that influence the age of marriage.	7. To show that the age of marriage affects the number of children a couple might have.			X	X
F. MEETING THE NEEDS OF PREGNANT AND LACTATING MOTHER, CHILD-REARING & FAMILY PLANNING	1. Symptoms of pregnancy, body changes in pregnancy.	1. To develop understanding of the importance of enhancing maternal child health by the basic knowledge of pregnancy, delivery and child-rearing.				X
	2. Food needs of the pregnant mother.*					
	3. Health care of the pregnant mother.	2. To realize effects of frequent pregnancies and births upon the health of the mother and child.				X
	4. Food facts and fallacies about the pregnant mother.					
	5. Preparation for maternal delivery.					

CONCEPTS	SUB-CONCEPTS	OBJECTIVES	GRADE LEVEL			
			Elementary		Middle Level	High School
			Lower	Upper		
	6. Planning for spacing the next pregnancy. 7. Understanding contraception and contraceptive methods in planning for the future and maintenance of mother's health. 8. Plan for child birth. 9. Taking care of infants and children. 10. Food needs of the infants, pre-schoolers and children. 11. Breast feeding.	3. To realize that pregnant women and nursing women need a good diet and may eat better if they have fewer children to feed. 4. To realize that if women space their pregnancies, they can build up their strength before planning another child. 5. To list three reasons why couples should plan how often to have children. 6. To describe several modern methods of planning family. 7. To develop understanding on how family size affects good and effective child-rearing. 8. To point out the ideal age of child-bearing. 9. To identify cost of a new baby in terms of health care, nutrition, clothing, etc. 10. To compare child and parental morbidity in large and small families.				

CONTENT : ESTABLISHING SATISFACTORY FAMILY RELATIONSHIPS

- OBJECTIVES: 1. *To determine how parent/adolescent relationships are affected by family size.*
2. *To relate how large families with overcrowded conditions and greater responsibilities limit communication, thus affecting parent/adolescent relationships.*

GRADE LEVEL: MIDDLE AND HIGH SCHOOL

SCOPE & SEQUENCE NO: I.A.5

CONTENT	METHODS
The relationship between parents and their adolescent children changes and becomes more complicated as family size increases. 1. Family size may affect the attitudes that parents and adolescents have toward each other. 2. Parents with many children may not have time to listen to the wishes of their adolescents. 3. Adolescents in larger families have more and different responsibilities than adolescents in smaller families. 4. The need to show independence is very strong during adolescence, and parent demands for help in a larger family may be resisted by adolescents. 5. Friends, other people, and activities outside the home are important to the adolescent.	<u>Large Group Discussion</u> Describe what you feel is the relationship between the parent and adolescent in your family or a family close to you. How does family size affect the relationship between parents and adolescents? Why is independence important to the adolescent? What factors affect the need for adolescents to establish independence? <u>Picture Story</u> Collect pictures that show different activities that adolescents do and enjoy away from home.

CONTENT	METHODS
6. Parents with many children may find it very hard to accept the increasing activities that adolescents have outside the home. Communication between parents and adolescents on human reproduction, family life education and family planning information may affect the rate of population growth within a country. 1. As families grow in size, parents and adolescents may spend less time talking together.	How may parents from large families accept this? What effect may this have on assigning and accepting household responsibilities? <u>Large Group Discussion</u> What are some of the needs and wants of adolescents? How do they differ from childhood needs and wants? What contributed to these differences? How may the family size affect the ways in which the adolescent meets these needs? <u>Skit: Maria's Dilemma</u> The following skit may be used to present the lesson. The participants may be asked to volunteer and present the skit.
	Maria is 13. Maria wants to know if she can get pregnant by kissing her boyfriend. Some of her friends say she can; others say she won't. Maria goes to her mother for help. Her mother is feeding the baby. Maria's five other brothers and sisters are crying--they are hungry. Maria again asks her mother to talk to her. Her mother says she is too busy--maybe she will talk to Maria later. Maria leaves their hut and goes to the village to meet her boyfriend. 1. What is the problem in this situation? 2. What factors are affecting this situation? 3. What might Maria do when she left the hut?

CONTENT	METHODS
2. Adolescents need intelligent guidance in sex matters from their parents. If parents do not discuss family planning with their adolescents, the adolescents may learn inaccurate sex information from their friends, folk tales, and other reading materials.	4. What kind of information does she need? 5. How would you handle the situation if you were Maria's mother? Situation I: Chanchai, 16 years old, is the oldest child in a family of nine. There is always the need for taking care of household chores and taking care of the younger children. She has heard many things about sex from her boyfriend. There are books she has got from other places that show confusing pictures about bodies and babies. She wants to ask an adult about these things. Chanchai is afraid to discuss this and feels she has no one to talk to. Situation II: Vitiya, 16 years old, is from a family of four. There is a friendly atmosphere within the family. There is a set time for family discussions and Vitiya always feels comfortable when talking things over with his parents. Vitiya and his friends discussed dating and something about sex. Later, he asked his father what he had to say about this. After the evening meal, father and son talked about dating and sex.

CONTENT	METHODS
	Questions: 1. What are the noticeable differences in the relationships of the two families? 2. What are the reasons for these differences? 3. What effect may situations such as these have on the rate of population growth in a community?

CONCLUDING STATEMENT: Strained relationships and conflicts between parents and adolescents may occur in large families when there is a lack of understanding and little communication between them.

Adapted from: American Home Economics Association. International Family Planning Project. *Integrating family planning and home economics resource handbook--part I*. Prepared by College of Home Economics, Iowa State University in cooperation with American Home Economics Association, Washington, D.C., 1976, p. 51-54.

CONTENT : STAGES OF FAMILY LIFE, FACTORS AFFECTING EACH STAGE AND DEMANDS ON RESOURCES IN THE DIFFERENT STAGES OF FAMILY LIFE

OBJECTIVES: *To determine that:*

- 1. family life is divided into different stages.*
- 2. the length of the different stages is usually determined by the number of children.*
- 3. the potential number of children is affected by age at marriage, family planning, and health and longevity.*
- 4. each event requires family resources; the more events the more are the demands on resources.*
- 5. the demands on resources during the early years of marriage are light but significant to the success of later stages.*
- 6. the crowded years make heavy demands on the homemakers.*
- 7. the peak years are those when children go to school.*
- 8. the later years of marriage if planned would have lighter demands on resources than if the family was unplanned.*

GRADE LEVEL: MIDDLE AND HIGH SCHOOL

SCOPE & SEQUENCE NO.: I.A.7

Lesson 1

The stages of family life.

The life of the family starts at the time of marriage and ends with the death of the couple. During this term, every family passes five different stages of family life, namely: founding stage, expanding stage, schooling stage, launching stage and retirement stage. The following discussion describes the different stages.

a) The founding stage

This stage covers the period from marriage till the birth of the first child. Planning for this period starts as early as courtship of the couple, but the family begins to exist only on the wedding day. During this stage, the couple establish themselves either on their own, or may live with one of their respective families or relatives. This stage brings about the building of patterns of living such as spending money, division of labour, relationships and determining long-term goals.

b) The expanding stage

The expanding stage covers the period of child-bearing and child-rearing. This stage starts with the birth of the first child. This stage frequently overlaps with others and some of the later stages may be lengthened with the birth of more children. The child-rearing years cover the period from birth to preschool age of the children.

c) The schooling stage

The schooling stage refers to the time when the children start going to the elementary school and ends when they are ready to take on a vocation or a job. The period of schooling is divided into:

- 1) Elementary
- 2) High school
- 3) Vocational school or
- 4) University

d) The launching stage

This stage covers the period of vocational adjustments of children at which time the children are finding their place in their respective livelihood. During this stage the children build their own families starting with their own marriage. The marriage of the last child ends the launching stage of the couple.

e) The retirement stage

The retirement stage starts when the children leave their parents' home. The parents enter a period of recovery. Debts that were accumulated will be paid off by them or with the help of the married children. Finally, the period of retirement will give the couple time for enjoyment of each other's company if both are still alive or alone if one has died, enjoying the company of visiting children and grandchildren.

The length of the stages is determined by the number of children.

The length of the different stages of the family life is affected by the number of children in the family. There is a tendency for the expanding, schooling and launching stages to increase as more children are born in the family. The retirement stage, on the other hand, is shortened as the number of children in the family increases.

Consider the case of three families, Couple A, Couple B and Couple C. All are married at the same age (22 years) and have the same life span (die at age 54). Couple A has only one child, Couple B has two and Couple C has four children. The children are assumed to have been spaced similarly, that is, at two-year interval between births. The schooling stage starts while the children are seven years old and all their studies cover 14 years (6 years elementary, 4 years high school and 4 years college). All the children married two years after finishing college.

In the case of Couple A with only one child, the expanding stage is seven years, schooling stage is 14 years, the launching stage is two years and the retirement stage is seven years.

For Couple B with two children, the expanding stage is increased to nine years, the schooling stage to 16 years and the launching stage to four years, while the retirement stage is reduced to five years. (For better understanding, present Chart 4 "Length of Stages of Family Life and Family Size.")

For Couple C with four children, the expanding stage is further increased to 13 years, the schooling stage to 20 years and the launching stage to eight years, while the retirement stage is reduced to one year.

It must be remembered, however, that while the expanding, schooling and launching stages are lengthened by the increase in the number of children, the process is reversed with respect to the retirement stage. This is so because as the other earlier stages are extended, the retirement stage is shortened. In this case, the couple can barely enjoy themselves together after the earlier stages and they may die because of the many events and demands to cope with in their family life.

Chart 4. Length of Stages of Family Life

Stages	Couple A	Couple B	Couple C
No. of children	(1)	(2)	(4)
1. Founding stage	2 yrs.	2 yrs.	2 yrs.
2. Expanding stage	7 yrs.	9 yrs.	13 yrs.
3. Schooling stage	14 yrs.	16 yrs.	20 yrs.
4. Launching stage	2 yrs.	4 yrs.	8 yrs.
5. Retirement stage	7 yrs.	5 yrs.	1 yrs.

Note: All married at age 22 and died at age 54.

All children were spaced similarly - 2-year intervals between births.

All children spent the same number of years for schooling, 14 years.

All children married two years after finishing college.

Age as affecting the number of children.

In the previous topic, it is said that the length of the different stages of the family life is affected by the number of children in the family. On the other hand, the number of children in the family is also affected by the age of the couple at marriage. When the couple marry young, family life tends to be long and the child-bearing years will also be long. If the couple do not plan their family, they may be having more children. On the other hand, those who marry when they are old will have shorter child-bearing periods. Consequently, they may have less children. For example, the wife who marries at the age of 30 will have a child-bearing period of 15 years only, assuming she also stops bearing children at the age of 45 years. If she bears children every year, she will have 15 children compared to 25 children of the wife who married young. If however, she practices family planning and spaces her childbirths at four-year intervals, then she will have three children only. This is one-half of the number of children of the couple who marry young.

Longevity and health also determine the number of children.

The average span of life of the average Filipino is 57 years. However, some die earlier. Events in the different stages of the family life subject the couple to strains and stresses. For instance, a mother who bears children every year tends to be weak and easily gets sick. Also when the family is big and the resources are limited, family members suffer from malnutrition and overcrowded housing conditions, and consequently ill-health. These tend to shorten the life span of the family. Thus, a couple who die early have a shorter child-bearing period than a couple who live the full term of their family life.

Suggested Learning Activities:

1. Students to answer questions on:
 - a) The stage of family life they are in.
2. Students to graph their family life indicating:
 - a) The different events in their family life; and
 - b) The stages to which each event belongs and discuss how the number of children affect stages of family life.

Lesson 2

Each event in family life requires resources.

Demands on resources during the early years of marriage are light.

Demands on resources during the early years of marriage are light, since there are only two of them during this stage. Economic protection must be planned during this period of establishment to prepare the wife to support herself should her husband die. This is also a period of accumulation until the time of preparation for the birth of the new baby. There are other things to prepare for the baby at home which would require some of the time of the couple. However, the birth of the first child usually occurs within a year after marriage which makes the period short. The availability and quantity of resources may not permit the couple to accumulate enough to cope with the demands of the later years. At certain stages in the life of the family, there are certain demands which must be met; hence, delaying the arrival of the first child may be helpful.

The crowded years make heavy demands on the homemaker.

The crowded years of the family occur during the expanding years. This stage makes heavy demands on the energy and emotional resources of the homemaker. With the increase in number, parents' responsibilities are increased. The major problem will be the cost of childbirth and medical care which will be quite high and unpredictable. There are also more demands for food, because the baby and young children in the

family need more nutritious nourishment for physical development. The expanding family would need added housing space to provide for the growing children. Decision has to be made whether to own a new house or build an extension of the present home. This would need funds and would be quite heavy.

The rearing of preschool children demands the attention of the homemaker. She has to devote time to many household chores - preparing food, cleaning the house, laundering clothes, taking care of children and playing with them.

The peak years are the years when the children go to school.

The peak years of the family start as soon as the children go to high school. Expenses for education, clothing, food and other needs continuously increase until the children complete their vocational or college education.

When the children go to high school, costs of education become higher. Even with the presence of many barrio high schools, expenses are higher compared with expenses in the grade school.

Children at adolescence grow rapidly, thus requiring more expenses for food and clothing; these expenses may double or treble.

The expenses for university or vocational education are higher than those for high school. In many cases, the children who leave home must pay for board, lodging and transportation.

The later years of marriage make lighter demands on resources.

The later years of marriage if planned would have lighter demands on resources than if the family was unplanned. During this time the parents will enter the period of financial recovery. This could be payment for debts incurred for the schooling of children or costs of weddings of the male children in the family.

The decision made by the couple during the early years on the spacing and size of the family will be important. Certainly, it would enable the couple to provide for all their needs if they have less children in the family.

During these stages, medical care is likely to increase. The time of the couple in the later years may be useless unless they develop some activities within the limits of their own energy.

Exercise:

To let the student visualize the situation, ask one to cover the events in Chart 5 which will not happen when a couple have only 3 children. After she has covered all the events, let her describe what had happened to the chart in relation to the events and to the family. Also let her relate some of her experiences with regard to the events that had occurred in her family life. It is hoped that through this, the student will consider the value of having few children.

Chart 5. Events in the Life of a Large Family
(with 7 Children).

AGE (in years)	EVENTS	STAGE
22	Marriage of starting couple	Founding
25	Birth of 1st child	Expanding
27	Birth of 2nd child	Expanding
30	Birth of 3rd child	Expanding
32	1st child goes to grade school	Schooling
34	Birth of 4th child	Expanding
35	2nd child goes to grade school	Schooling
37	3rd child goes to grade school	Schooling
38	1st child goes to high school	Schooling
	Birth of 5th child	Expanding
41	4th child goes to grade school	Schooling
42	1st child goes to college	Schooling
	2nd child goes to high school	Schooling
	Birth of 6th child	Expanding
44	1st child quits college	Launching
	Birth of 7th child	Expanding
45	5th child goes to grade school	Schooling
46	2nd child goes to college	Schooling
47	4th child goes to high school	Schooling
48	3rd child goes to college	Schooling
49	6th child goes to grade school	Schooling
50	2nd child gets a degree and a job	Launching
51	4th child goes to college	Schooling
	5th child goes to high school	Schooling
	7th child goes to grade school	Schooling
52	3rd child gets a degree	Launching
54	3rd child gets a job and gets married	Launching
55	4th child gets a degree	Launching
	5th child goes to college	Schooling
	6th child goes to high school	Schooling
57	7th child goes to high school	Schooling
58	4th child gets married	Launching
59	5th child gets a degree	Launching
	6th child goes to college	Schooling
60	5th child gets married	Launching
61	7th child goes to college	Schooling
63	6th child gets a degree and gets married	Launching
65	7th child gets a degree	Launching
66	7th child gets married	Launching
67	Starting couple live alone	Retirement
68	Starting couple die	Dissolution

Chart 6. Events in the Life of a Small Family

AGE (in years)	EVENTS	STAGE
22	Marriage of starting couple	Founding
25	Birth of 1st child	Expanding
32	1st child goes to grade school	Schooling
35	Birth of 2nd child	Expanding
38	1st child goes to high school	Schooling
42	1st child goes to college	Schooling
	2nd child goes to grade school	Schooling
46	1st child gets a degree	Launching
48	1st child gets married	Launching
	2nd child goes to high school	Schooling
52	2nd child goes to college	Schooling
56	2nd child gets a degree	Launching
57	2nd child gets a job	Launching
59	2nd child gets married	Launching
	Starting couple live alone	Retirement
68	Starting couple die	Dissolution

Adapted from: Philippines. Bureau of Agricultural Extension. Home Economics Extension Programs Division. *Integrated planning for improved living: a teaching manual for home management technicians*. Prepared by Bureau of Agricultural Extension in cooperation with Population Commission. Quezon City, 1975, p. 13-17

CONTENT : AVAILABLE RESOURCES FOR THE FAMILY

OBJECTIVES: *To develop understanding that:*

1. *there are different available resources in the family.*
2. *resources are generally scarce. It is, therefore, necessary for the family to think of using all kinds of combinations of resources to attain family goals.*
3. *the adequacy of family resources is affected by the size and composition of the family.*

GRADE LEVEL: UPPER PRIMARY, MIDDLE & HIGH SCHOOL

SCOPE & SEQUENCE NO.: I.B.2

There are different available resources in the family.

Families are not very much aware of the resources available to the family and how these can be utilized. These resources are necessary for the achievement of family goals. Families are, however, conscious of the scarcity of material resources, particularly money. It is believed that money as a family resource determines to a certain extent the quality of life, but the increase in quantity and availability alone may not improve the level of living. Nevertheless, the most important resources in the family are the family members themselves who are often overlooked and taken for granted. (Show visual aid Figure 1, "Your Family Resources".)

Examples of these resources are as follows:

1. Money
 - Wages of all the members of the family
 - Income from farm cash crops
 - Investments
 - Income from backyard production such as garden, poultry and piggery
 - Family savings accumulated through the year.
2. Material goods
 - Food at home, bought or raised
 - House, homelot
 - Household equipment and furnishings such as sewing machine, refrigerators, chairs, bed and *aparadors*
 - Farm implements such as plow, harrow and hoe
 - Farm machinery such as hand tractor and sprayer
 - Clothing for all the members of the family
3. Time
 - The minutes, hours, or days, a year or a lifetime of each family member which can be utilized to advantage.
4. Energy
 - The capacity to do work by the members of the family for care of clothes, food production, food preparation, sewing, taking care of baby or going to market.

5. Skills and abilities - Individual skills or abilities of members of the family, such as gardening, crocheting and sewing, which may add to utilization for family livelihood and eventually to the family income.
6. Knowledge - Information accumulated by family members in the selection of clothes, household equipment, and knowledge in home management such as work simplification and values of planning.
7. Interests - Special inclination for music, arts, food preparation and gardening which can be an added resource for family recreation and future scholarships in high school and college.
8. Attitudes - The willingness of members of the family to accept changes in patterns on food and clothing which are great assets to the homemaker who is trying to provide the basic needs on a limited income.

Resources are generally scarce.

All resources are generally alike in the sense that they are limited. If resources become scarce, families must think of using all the available resources or combining them to get maximum satisfaction.

Examples of how families may utilize all resources and how to combine them are as follows:

- 1) With limited money resources for purchase of clothes for the different members of the family, especially before the beginning of the school year, the ability of mothers and daughters to sew new clothes and renovate old ones, will provide the needed requirements at a minimum cost. It is always cheaper to sew one's own clothes.
- 2) The energy of growing teen-agers can be directed to gardening, thus providing a better source of food supply for the family.
- 3) The time available to all family members, coupled with their knowledge of work simplification, will provide time and opportunity for them to accept outside jobs such as planting onions, sewing and housekeeping. Earnings therefrom can be added to money income of the family.
- 4) Interests of family members in music and arts, when developed can earn scholarship in high school or college. This resource must be discovered and encouraged by the parents as the years go by. The child must be given the time to practice playing the guitar or supplied with necessary materials if interested in arts.
- 5) Skills in the proper utilization of household and farm equipment must be developed not only to get the maximum use but also to save money for repairs.
- 6) Farm produce and by-products as part of material resources on the farm, must be fully utilized not only to provide cash and food for the family, but also to be used in the home and farm operations. Examples: use of hay and dried leaves for compost making; use of animal manure for producing methane gas for use as kitchen fuel.

Figure 2. Your Family Resources.



TIME



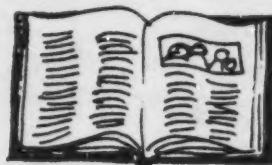
MONEY



ENERGY



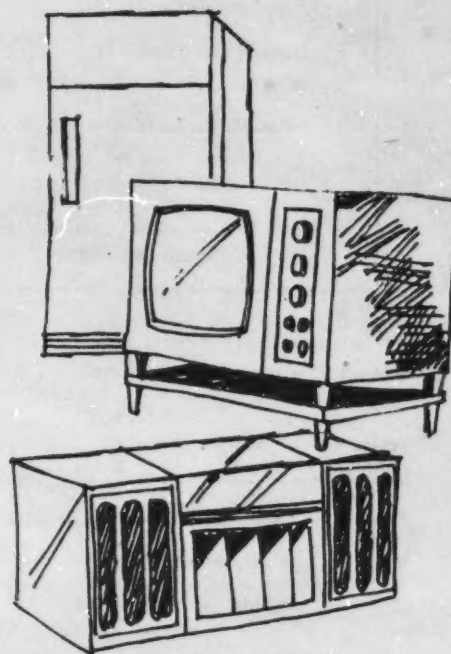
SKILLS



KNOWLEDGE



INTEREST



MATERIAL GOODS

Adequacy of resources depends on the size and composition of the family.

The adequacy of resources for the family, particularly income, house and farm land, depends largely on the size and composition of the family. It is necessary for the family to increase its income and to have a bigger house as the family grows.

Family satisfaction and happiness are adversely affected by the increase in family size if not accompanied by adequate income. A family with seven children cannot be provided with as much good food as a family with only two or three children. A large family will require more commodities and services to maintain the same level of consumption which a small family enjoys.

A study of farm homes showed that the total homemaking hours increased as the number of persons in the household increased. If one or more members of the family were young children, extra demand was placed upon the time and energy of other family members. The study also found that homemaking hours tended to rise as the number of persons in the household increased. This was because there were more clothes to wash, more dishes to clean, more dirt in the house to sweep and more food to prepare.

Suggested Learning Activities:

1. Analyse what skills members of the family have and how these contribute to improving resources or attaining family goals.
2. Mention some interests of the members in your family and share these in a group discussion.
3. Analyse sources of family income, each listing how much the family really gets. Did they realize how much they had before? Report (if you wish) in the next meeting.
4. Work out individual plans for your respective families, using sample forms.

Form 1. Estimated Family Income

Source	When and How Much	Total per Month	Remarks
Husband	daily - ₱10.00	₱240.00	Sunday not included
Wife	weekly - 30.00	120.00	Washing
Daughter	bimonthly - 30.00	60.00	Housemaid
Son	occasionally - 4.00/ day	32.00	2 to 3 days a week
Total per month ₱			
Total per year ₱			

Form 2. Family Goals

Short Range	Estimated Cost
1. A sala set (rattan)	₱ 200.00
2. An aparador	180.00
Long Range	Estimated Cost
1. Lot	₱10,000.00
2. House	20,000.00

Form 3. Spending Plan

Expenditure	Daily	Weekly	Monthly	Remarks
Committed Expenses				
Regular savings				
Taxes				
Other savings				
Others:				
Installments				
Rents				
Interests				
School fees				
Day-to-Day Expenses				
Food:				
Rice				
Fruits & vegetables				
Sugar				
Salt				
Meat and fish				
Meals out				
Snacks				
Clothing:				
Undergarments		P40.00		Money will be accumulated for 4 months to buy items.
Dresses				
Footwear				
Headwear				
Accessories				
Housing & Furnishings:				
Repair & improvements				
Furniture				
Equipment				
Blankets				
Towels				
Mosquito nets				
Others				
Household Operations:				
Fuel				
Light				
Domestic help				
Cleaning supplies				
Laundry supplies				
Stationary				
Personal:				
Money allowances				
Cosmetics				
Cigarettes				
Hairdos				
Others				
Education:				
School books & supplies				
Newspaper				
Books				
Toys & play equipment				
Vocational expenses				
Others				

Form 3...

Expenditure	Daily	Weekly	Monthly	Remarks
Recreation:				
Movies				
Dances				
Fairs				
Comics				
Picnics & trips				
Gifts & Contributions:				
Within the family				
Outside the family				
Special Events:				
others				
Transportation				
Health				
(Check up and medicines)				

Family Budgeting Information*

Please answer the following questions. These are information needed before making a spending plan.

- How many are you in the family? _____
Number of boys _____, girls _____, men _____
women _____.
- Are you newly married? _____,
middle-aged? _____ widow? _____
- How is your family health? _____
frequently sick _____, sick once in a while _____.
Is it good or have you had a long illness? How long ago had somebody in your family been sick?
- What kinds of jobs do your family members have?
- Where does your family get its income? From a paying job _____, farming _____, business _____,
children's income _____.
- What kinds of things does your family own?
House, _____, farms _____, animals _____,
house _____, lot _____, sewing machine _____, radio _____, others _____.
- What kind of debts do you have? Housing loan _____, agricultural loan _____,
store credit _____.
- Who earns the money and how much?
- Who buys food _____, clothing _____
- Who keeps track of your money? _____
- How is this done? _____

Adapted from: Philippines. Bureau of Agricultural Extension. Home Economics Extension Programs Division. *Integrated planning for improved living; a teaching manual for home management technicians*. Prepared by Bureau of Agricultural Extension in cooperation with Population Commission. Quezon City [1975], p. 6-8, 56-58

CONTENT : NUTRITION AND FAMILY SIZE

- OBJECTIVES:**
1. *To help pupils to relate protein intake to family size.*
 2. *To give practice to the pupils in tabulating data.*
 3. *To give practice to the pupils in calculating protein intake using food tables.*
 4. *To give practice to the pupils in thinking out lines of evidence in support of a hypothesis.*

GRADE LEVEL: MIDDLE & HIGH SCHOOL

SCOPE & SEQUENCE NO.: I.C.3

In Central Java the protein intake is inadequate; other things being equal, a small family has a better chance of getting an adequate intake of protein than has a large family

Previous learning: The required protein for an adult is about 1g. per kg. total body weight; calculation of calorie content of foodstuffs.

Procedures: (The italicised sections represent the kinds of motivating and stimulating questions, problems or situations which the teacher may generate in class during discussions).

1. Tabulate on the blackboard with the students' participation, the data for a typical Central Javanese diet, include a column for "estimated protein intake", and see that the pupils themselves fill up the column by calculating the values from foodtables.

Common dietary pattern in Central Java

Grams of food per 50 kg. adult per day

(1) Menu	(2) Foodstuff (g)	(3) Intake of foodstuff (g)	(4)* Estimated protein intake from the foodstuff (g)
I <u>Breakfast</u>			
1. Coffee (sweet)	water	200	-
	coffee	10	-
	sugar	12	-
2. Boiled sweet potato	sweet potato	100	-

* Figures obtained from the foodtable from the Department of Nutrition of the Ministry of Health in Thailand.

(1) Menu	(2) Foodstuff (g)	(3) Intake of foodstuff (g)	(4) Estimated protein intake from the foodstuff (g)
<u>II + III Noon and evening meals</u>			
1. Boiled or steamed rice mixed with cessave	rice cessave	200 300	14 2
2. Fried dried fish	salted dried fish	20	13 (animal protein)
	coconut oil	10	-
3. Vegetable soup with coconut milk	unripe jackfruit coconut milk	200 200	4 6
4. Sambal terasi (chilli paste with fermented shrimp)	red pepper chilli terasi	20 5	1 1 (animal protein)

QUESTION	ANSWER
<i>What is the estimated typical protein intake of an adult in Central Java?</i>	The pupils should add up the figures in column 4 of the table to get the answer to this question. The answer is 41 g. including 14 g. animal protein.
<i>What do you consider to be the protein requirement of an adult man with 50 kg. body weight?</i>	The pupils should recall from previous study that the protein requirement is about 1 g. per kg. actual body weight. On this basis, the protein requirement is about 50 g./day for a 50-kg. adult man.
<i>Is the estimated protein intake of the 50-kg. adult man in Central Java adequate?</i>	No. It falls short of the requirement by about 9 g./day.

2. Other things being equal, a small family has a better chance of getting an adequate protein intake than has a large family

Does the kind of protein, whether animal or vegetable, affect its nutritional value?

Animal protein is, generally speaking, of higher nutritive value than vegetable protein, as shown by studies of their amino acid composition or of their effects on the growth of animals fed on different proteins.

QUESTION	ANSWER
<i>What proportion of the dietary protein should be animal protein?</i>	Help the pupils to recall that it is recommended that at least 30% of the dietary protein intake, i.e. at least 15 g./day/ adult, should be in the form of animal protein and the remainder in the form of vegetable protein.
<i>Protein is relatively expensive. Let us work out some figures for the cost of protein.</i>	
<i>Let us take meat as our source of animal protein. What is the amount of meat we should eat to get about 20 g. of animal protein?</i>	100 g. of fresh weight of meat. Meat contains about 80% water + 20% protein.
<i>What is the cost of this?</i>	The market price is about 30 rupiah per 100 g. meat.
<i>Let us take tempe and rice as our sources of vegetable protein. What is the amount of these food-stuffs that we should eat to get about 30 g. of vegetable protein?</i>	If the amount of rice a man eats daily is 300 g. this would give him about 3 x 7 g. protein and 21 g. of vegetable protein. The cost of 300 g. rice is Rp. 12. The amount of tempe protein must be 30 g. - 21 g. = 9 g. As 100 g. of tempe contains approximately 40% vegetable protein so the amount of tempe we will eat is $\frac{9}{40} \times 100 \text{ g.} = 22.5 \text{ g.}$
<i>What is the cost of this?</i>	The cost of 22.5 g. of tempe is about 5 rupiah.
<i>What is the total cost of eating enough protein?</i>	The total cost is about 30 + 12 + 5 = 47 rupiah per adult per day, on the above calculation, or about 1410 rupiah per adult per month.*
<i>If the family size is large - suppose it is equivalent to 5 adults - what would be the cost of eating enough protein?</i>	5 x 1410 rupiah = 7050 rupiah for the family per month.

* Based on 1972 cost.

QUESTION	ANSWER
<i>Is this a lot of money?</i>	The income of an average family is about 3000 rupiah. This income has to be used to pay not only for protein intake but also for the rest of the food, and for all the other family needs such as housing, clothing, medical bills, school fee, etc.
<i>Other things being equal would it be easier for a small family or a large family to get an adequate intake of protein?</i>	Obviously a small family.
<i>Before you come back tomorrow to class, find out what foods were eaten today at home, and how much in quantity and price. Find out how much protein was taken and how much it cost.</i>	
Note: The following question may possibly hurt the susceptibilities of some students. Do not ask the question if you feel that this is the case.	
<i>How many members are there in the family? Put down on the blackboard: compare the size of the family, the protein intake and the cost of protein.</i>	Conclusion - note: The expected conclusion is that large families usually fare worse than small families in protein intake.
<i>Have you enough evidence to come to this conclusion?</i>	Probably not because only one day's meals per family have been investigated - the sampling is too narrow.
<i>How can we improve the sampling?</i>	We have to sample over many days, because one day's food may be different from the food eaten on other days.
<i>Make an investigation for one week, one month, for many months. Is it better to do this investigation for one week, one month or many months?</i>	A record may be maintained in the class. The conclusions could now be related to family size, for a week's data collection. The advantage of prolonged study is that the data becomes more reliable for calculating averages etc. On the other hand the disadvantage of prolonged study is the labour involved in collecting the data.

Assignment/

- Evaluation:**
1. Why is it considered that the protein intake of the adult in Central Java is inadequate?
 2. Which areas of Central Java are known to have many cases of illness from protein deficiency?
 3. Using the foodtables calculate the protein content of:
200 g. meat; 75 g. shrimps; 250 g. Chinese cabbage;
300 g. fresh fish; 100 g. coconut; 400 g. dry soya beans.
 4. Give some examples of foodstuffs which are rich in animal protein and those which are rich in vegetable protein.
 5. Calculate the daily food budget for the protein alone, for 4 students, living in one apartment and eating adequately so that their protein intake meets the recommended amounts; the average bodyweight of the students is 60 kg.

Put a circle around your choice of a, b, c, or d.

6. The requirement of protein for an adult male is usually taken to be:

0.5 g. per kg. bodyweight	a
1.0 g. " " "	b
1.3 g. " " "	c
1.2 g. " " "	d
7. Which of the following would you consider to be the just adequate intake of protein per day for a healthy adult of 60 kg. bodyweight?

30 g.	a
40 g.	b
50 g.	c
60 g.	d
8. What minimum percentage of the total protein intake for an adult should be animal protein?

15	a
30	b
40	c

Answers to the questions:

1. The total protein intake is only 41 g.
A 50 kg. adult male should have +50 g. protein.
2. Gunung Kidul, Wonogiri, Kebumen.
3. 200 g. meat contents $2 \times 22 \text{ g.} = 44 \text{ g. protein.}$
300 g. fresh fish contents $3 \times 17 \text{ g.} = 51 \text{ g.}$ "
75 g. small shrimps con-
tents $\frac{75}{100} \times 12 \text{ g.} = 10 \text{ g.}$ "

4. Meat, fish, shrimps, egg are rich in animal protein.
Dried soya beans, salted water melon seeds, roasted peanuts, are rich in vegetable protein.

5. If the choice of the students is meat, the answer will be:
4 x 1 x 60 g. 240 g. protein is needed for one meal for the students.
100 g. meat contents 22 g. protein.
the four students need $\frac{240}{22} \times 100$ g. meat is 1090 g. meat.
which is round 1.1 kg.
The cost of 1.1 kg. in Indonesia is about Rp. 330.

8. c

40

CONTENT : PHYSICAL, MENTAL, EMOTIONAL CHARACTERISTICS
OF ADOLESCENTS AND SEXUAL MATURATION

OBJECTIVES: 1. To determine what the characteristics
of adolescents are.
2. To test one's decision-making with
regard to one's responsibilities.
3. To gain insights on the meaning of
responsible sexual behaviour.
4. To develop skills in solving conflicts
that occur in the family.

GRADE LEVEL: HIGH SCHOOL

SCOPE & SEQUENCE NO.: I.D.1; I.D.4.

INTRODUCTION

Young people often complain that when it comes to duties adults tell them they are old enough to be responsible to do them, but when it comes to decision-making adults tell them that they are not yet old enough. In this investigation you will assess various abilities and characteristics of an adolescent.

WHAT TO DO

1. You may regard fifth formers as adolescents. After carefully considering the abilities listed in the questionnaire, rate your own abilities on five point scale. It is important that you give a rating of yourself rather than a rating of others. Others will give their own ratings, then later the class mean will be calculated. Please give an honest opinion of your own ability.

QUESTIONNAIRE FOR RATING YOUR ABILITY

Use the 5 point scale.

Low Ability 1 2 3 4 5 High Ability

TABLE: 6.4.I.A.

	Ability	Rating
A	If the family earnings were given to you would you be able to use that money to run the financial affairs of your family?	
B	Can you make all the important decisions for the family?	

C	Are you sufficiently prepared to be able to get married soon, get a job and maintain a good married life?	
D	Do you give consideration to other peoples views and customs?	
E	Do you think any of your present friendships will last through to adulthood?	
F	Do you use your own time and labour to help other people in any way?	
G	Do you think people earning money should give part of it to help the poor?	
H	Are you sexually mature enough to reproduce?	
I	If you got married tomorrow would you feel sufficiently responsible to start a family?	
J	How well do you get on with other people of your own age?	
K	How well are your actions acceptable to the adults in your community?	
L	How well can you speak in any one language?	
M	How well can you communicate in writing in any one language?	
N	How does your physical strength compare with that of an average adult in your community?	

2. After you have completed filling in the questionnaire return them to the teacher.

3. The mean ratings for each ability for the whole form may be calculated. This may be done by the teacher, or by groups of students, or both.

4. After the mean ratings have been calculated write the letter for abilities against mean ratings in Table 6.4.I.B.

TABLE 6.4.I.B.

MEAN RATINGS	ABILITIES		
	Children 5 - 10yrs	Adolescents	Adults
0			
1			
2			
3			
4			
5			

DISCUSSION

We should be able to compare the abilities of the fifth formers with those of children 5-10 years age and the adults. The abilities of children and the adults may be estimated by class discussion and entering the results on the previous table. For instance the children would rate zero in abilities C, H, and I while adults would rate low in ability M in some communities.

1. From your results does it seem that adolescents are more like children or adults?
2. Look at the abilities rated as 4 and 5. Here the adolescent is capable of or almost capable of adult performance. In how many of those abilities is the adolescent not normally allowed to perform as an adult?
3. Where the adolescent is capable of adult performance, but is not allowed to perform as an adult, a point of conflict arises. Who or what usually prevents the adolescent performing as an adult?
4. How could the strain caused by these conflicts be reduced?
5. Consider this case.

Pramodh and Premila were the only two children in their family. Their parents loved them very much and determined to give them every opportunity to lead happy and successful lives. They did every thing together as a family unit. Pramodh was once asked to join a soccer team but his parents discouraged him. They didn't want him attending practices and matches and missing family meals and outings. Premila would have liked to choose her own clothes sometimes or even some material and try making some designs of her own, but her mother always chose and bought for her and took her to the best tailors to have lovely frocks made. If the school ever arranged a special outing their father took time off from work to drive them himself so that they wouldn't have to scramble for seats on a bus. After all this protection and love the parents were terribly disappointed when Pramodh's marriage failed. His wife said she just couldn't wait on him hand and foot like his parents had done and yet if she did't he couldn't manage to get himself off to work on time and so on. They were also disappointed because they were unable to find a husband for Premila. Although she looked so attractive and dressed so beautifully, prospective in-laws would ask awkward questions about her cooking abilities and her interests outside the home.

DISCUSSION

- a) Do you think Premila and Pramodh's parents were fair to them? Give reasons for your answer.
- b) In what way would you have changed their upbringing?
- c) It seems there would have been very few conflicts in this self-contained family.
- (i) Would you say this was a good thing? Give reasons for your answer.
- (ii) What value (if any) can conflicts have in family life?

INVESTIGATION II CONFLICT SITUATIONS

INTRODUCTION

In Investigation I you noted some points of conflict that adolescents meet and you discussed how the strains caused could be lessened. In this investigation you will consider some actual cases where conflict has occurred and try to analyse them.

WHAT TO DO

1. Read the following 6 case studies.

2. Divide your class into 6 groups and have each group present one of the case studies to the rest of the class as a role play. The play may depict the situations clearly if the children have the ability. However if the role play is difficult then make this optional.

CASE I

Usha is in 5th form at school, and has passed her exams well each year so far. She thinks she would like to train as a nurse, probably after doing U.E. But her mother has objections; she does not want Usha to go and live in the nurse's hostel, and she says that Usha will be sent far away from home when she qualifies. Her father doesn't say much, but she thinks he is against it too. Usha's older sister was married at 18 and now has two children who are the delight of their Nana and Nani's lives.

Usha's mother did not go to school at all; her father went to 6th class, and now is a building foreman. Lately when the subject of "after School Cert." has come up, her mother either gets very angry, or else bursts into tears, and then her father scolds Usha for upsetting her mother.

CASE II

Mere is to be married to Inoke, whom she met at a District Rally for young people, 3 months ago. Both families are happy about the marriage, and the couple love each other very much.

But as the wedding day comes near, Mere becomes very worried. She and Inoke have not had sex together, because they both feel that they should wait until they are married and can look after children properly. But Mere had a boyfriend 2 years ago, who left her as soon as she told him she was pregnant. She could not face telling her family, and so went to an old lady who caused her to have an abortion. After the abortion she was very sick for three weeks, and she has heard that women who have abortions often cannot have babies when they want to later. She has not told Inoke about this, or that she is not a virgin, and now she is so worried that she keeps thinking of running away before the wedding day.

CASE III

Lila Wati became pregnant when a close relative came to the house one day while she was there alone. She did not really know what was happening, and was frightened because he told her he would beat her if she called out to any of the neighbours.

Now she has given birth, after spending the last four months in a home for orphans and unmarried mothers. She has seen her baby, and looked after him, and in fact fell in love with him at first sight. Now she is to return home, and her family say that if she comes with the baby they will not allow her inside the family compound. If she comes alone though, they will let her come back. She does not want to give up her baby.

CASE IV

Raj has been married for 1½ years now, and he and Kiran have a 6 month old baby. So far they have lived with his parents, but Kiran wants them to get a flat of their own, and has found one that they can afford. Raj's mother is very much against this; she wants her family around her, and does not think Kiran knows how to look after the baby properly. Mother wraps the baby up in jacket, shawl, bootees, etc, and Kiran keeps him in just a napkin and a little shirt; Mother says he needs milk only, and Kiran wants to give egg and baby porridge as well.

Raj knows that if they stay in the "sasural" Kiran will be unhappy; but if they move to a place of their own, his parents will feel he is not being a good son to them; and he loves both his parents and his wife.

CASE V

Ilisapeci's mother has been told that Ilisapeci is often talking to a boy near the bus station after school, and last week the teacher sent a letter home asking about Ilisapeci's sickness that has kept her away from school for so many days - but Mother did not know about any sickness. Mother is worried, and thinks that it is quite a while since Ilisapeci had a menstrual period. But she is frightened to say anything, because her husband will get very angry, and also she is frightened of what Ilisapeci will say to her; Mother only went to Class 4, and often feels ignorant and inadequate, even though she is a good housekeeper and makes all the family's clothes herself. Should she question her daughter, or wait and see? If Ilisapeci's pregnant, what should her mother do and say?

CASE VI

Kelera is 17, and has been going around with Jone for a few weeks. Several times she has been to dances at the Town Hall with him, and told her mother she was going to see her girl cousins. Now Jone wants her to have sex with him, and says that if she will not agree, then he will get his friend to tell her older brother about her going to the dances. She knows that she would get a beating if she were found out, and also Jone is saying that if she will not have sex, he will find a girl friend who will.

She thinks too that if she is found out, she will be sent to stay with her uncle in the village, and does not want to leave Suva.

Jone hasn't said anything about getting married so far, and he hasn't got a permanent job either.

DISCUSSION

1. Look at these 10 reasons for problems in family life situations. Take each case study in turn and tick the reasons which you think apply in the following table.

TABLE: 6.4. II.

REASON		CASE	I	II	III	IV	V	VI
1.	Lack of trust							
2.	Conflicting loyalties							
3.	Guilt over past problems							
4.	Conflicting ideas as to what is right.							
5.	Trust betrayed							
6.	Lack of modern ways							
7.	Fear of modern ways							
8.	Lack of sympathetic understanding							
9.	Selfishness							
10.	Ignorance about sex							

2. What would you suggest each person should do in each case to ease the conflict and/or solve the problem?

CARTOON REMOVED DUE TO COPYRIGHT RESTRICTIONS.

Adapted from: Fiji. Ministry of Education. *Biological science: family life; pupils book, unit 6, form 5*. 2nd trial version. Suva [1978], p. 59-66.

CONTENT : MARRIAGE

OBJECTIVES: 1. *To be able to identify different marriage arrangements and the reasons for getting married.*
2. *To identify factors that contribute to successful marriage.*
3. *To analyse the effects of marriage on the kind of family one might have.*

GRADE LEVEL: HIGH SCHOOL

SCOPE & SEQUENCE NO.: I.E.1

INTRODUCTION

Marriages are planned in several quite different ways in Fiji. No method is necessarily right or wrong. No method seems to give a better chance for a stable marriage. But certain factors affect the success of all marriages and some affect one method more than another.

In this investigation we will try to assess these factors for several different marriage arrangements.

- A. MARRIAGE BY FREE CHOICE: Two people meet, get to know each other and decide to marry.
- B. ARRANGED MARRIAGE: The families of two people arrange that they should marry and both partners agree to it.
- C. FORCED ARRANGED MARRIAGE: The families of two people arrange that they should marry against the wishes of one or both partners.
- D. MARRIAGE FORCED THROUGH PREGNANCY: The marriage is agreed to by the couple only because the girl is pregnant.

WHAT TO DO

Study the list of factors given in the Chart 6.5 I. Consider each type of marriage in turn and place a tick alongside any factor which would be important if the marriage was to survive.

CHART 6.5, I.

		TYPE OF MARRIAGE			
		A Free Choice	B Arranged	C Forced by Parents.	D Forced by Pregnancy
1.	Family approval before marriage.				
2.	Family support after marriage.				
3.	Family financial support.				
4.	Partners have similar interests.				
5.	Partners have similar educational background.				
6.	Partners have affection for each other.				
7.	Partners respect one another.				
8.	Each partner is mature enough to know his/her own mind.				
9.	Married couple can make friends outside the family group.				
10.	Partners are prepared to talk things over with each other.				
11.	Partners have similar ambitions in life.				
12.	Partners have similar ideas on how money should be spent.				
13.	Married couple get on well with in-laws.				
14.	Husband helps wife in the house.				
15.	Wife works to get more money.				

DISCUSSION

1. In a free choice marriage do you think that "love at first sight" would be a suitable basis for starting a marriage? Give your reasons.

2. In an arranged marriage which factors should be discussed by the marriage partners

- (a) before the wedding?
- (b) after the wedding?

3. Do you think any kind of forced marriage should ever take place? Give reasons for your answer.

4. Which factors are needed for the success of any marriage, no matter what kind?
5. Why are parents often afraid that teenage marriages will fail?
6. Why is marriage necessary in society today?

Excerpted from: Fiji. Ministry of Education. *Biological science: family life; pupils book, unit 6, form 5. 2nd trial version.* Suva /1978/, p. 75-77

CONTENT : NUTRITION OF WOMEN, PREGNANT AND LACTATING MOTHERS

OBJECTIVES: 1. *To analyze how diet and family planning influence the health of women, health of pregnant and lactating mothers.*
2. *To understand that the amount of family food resources available to women who bear the children is influenced by family size.*

GRADE LEVEL: HIGH SCHOOL

SCOPE & SEQUENCE NO.: I.F.2

CONTENT	METHODS
Providing and maintaining adequate nutrition essential for the physical health of women and the children they may bear is more of a burden for large families. 1. When planning families, many factors concerning what women eat must be considered. 2. A nutritious diet when a woman is not pregnant is equally as important to future children as a nutritious diet during pregnancy. 3. All family members need to eat certain required amounts of energy, body-building, and protective foods for health. 4. A woman's diet throughout the reproductive years affects her ability to bear children who live and are healthy. 5. Premature births, stillbirths and other birth abnormalities may be related to the nutritional status of women before they become pregnant.	<u>Presentation</u> Give a short presentation covering the topics of: 1) food groups used in the local area. 2) importance of a variety of foods in a woman's diet. 3) importance of nutritious diet for women. 4) amounts of food from each group required by women of childbearing age. <u>Activity</u> Request that one of the female students in the group list all of the foods that she has eaten in the past 24 hours. Using this list, classify each food in the appropriate food group. Answer the following questions about this example of a day's diet: 1) Did the student eat one or more foods from each of the food groups? 2) Did the student eat an adequate amount for an average woman's needs? 3) How could this diet be improved? 4) What influence does a student's diet have on her health?

CONTENT	METHODS
6. Improving the diet and health of women will help to reduce infant mortality rates and reduce the number of pregnancies required to produce the planned number of children. 7. Women who space their children leave time to rebuild their health and nutritional status for future pregnancies. 8. Providing women with the proper kinds and amounts of food during lactation may be economically impossible for some families if they have not planned for additional births. 9. If amount of food is limited by family size and a woman is malnourished, then premature aging and even death may result. 10. The responsibility for sound nutritional health rests with the individual, the family and the community.	<u>Discussion</u> Base the discussion on the following questions: 1) Does the woman's health influence her children's health? 2) What measures can be taken to improve the health of women and thus the health of their children? <u>Group Discussion</u> Divide the large group into 3 smaller groups. Give each group one of the following questions to answer through discussion and charts or visuals. 1) What measures can be taken to improve the health of women? 2) What influence does diet and the health of women in a population have on the maternal death rates of a country? 3) What influence does diet and health have on a woman's life span?
CONCLUDING STATEMENT: A family must consider resources available to provide for the kind and amount of food needed by women when making family planning decisions.	
REVIEW: Ask the group to develop a statement which summarizes the relationships between resources, nutrition, health of women, and family planning.	
<u>Both mother and child are more likely to have good health when the number and spacing of pregnancies are planned and the mother receives an adequate diet during pregnancy.</u>	

CONTENT	METHODS
Good nutrition and health practices during pregnancy can help lower maternal and infant mortality rates. 1. A pregnancy is successful when the infant is born healthy and the mother's health and nutritional status remain good.	<u>Individual Activity</u> Have each participant define a successful pregnancy in one or two sentences. Share definitions.

CONTENT	METHODS
2. A nutritious diet before and during pregnancy is important for a successful pregnancy. 3. The pregnant woman should have a variety of foods from the protective, energy, and body-building food groups. 4. Additional amounts of food--especially fruits, vegetables, and protein foods--are needed by the pregnant woman. 5. The ability to afford extra food for the pregnant woman is a consideration in making family planning decisions.	<u>Presentation</u> The teacher should prepare 3 sample daily menus for an adult woman. One should be an example of a nutritious menu for an adult woman, one an example of a nutritious menu for a pregnant woman, and one an example of a poorly balanced meal. Compare amounts and types of food on the menus for the adult woman and the pregnant woman. Discuss the variety of food needed by comparing the balanced menu with the poorly balanced menu. Using the chart, discuss good nutrition of the woman and the infant. <u>Questions to Consider</u> What is the relationship between mother's diet and infant health? How are these related to family planning decisions?
Other factors which influence the success of a pregnancy and help to lower maternal and infant death rates are: age of the woman, size and structure of the woman's body, past history of pregnancies, sanitation in the home, chronic infections, use of tobacco and drugs, and cultural taboos, beliefs, and practices. 1. Women between the ages of 20 and 34 are more likely to have healthy children who survive past infancy. 2. Spacing births 2 to 3 years apart allows the mother's body time to replenish its nutrient stores after pregnancy and lactation (nursing). 3. Sanitation in the home and in the preparation of food is important for the mother's and the infant's health.	<u>Discussion</u> Have the group suggest other factors which may influence the success of a pregnancy. Ask the group the following: 1) When should a family plan to have children? 2) How far apart should children be spaced? 3) What types of sanitary practices should be used in the home? 4) How can harmful cultural taboos be changed?

CONTENT	METHODS
4. Cultural taboos, beliefs, and practices can influence what a pregnant woman eats and may harm her and her unborn child's health.	

CONCLUDING STATEMENT: Spacing births and good nutrition are considerations for survival and well-being of both mother and child.

Pregnancies spaced 2-3 years apart and adequate nutrition for the mother may result in decreased maternal and infant mortality rates and motivate the family to have fewer children.

Nutrition for the Nursing (Lactating) Mother

FOOD GROUPS

What types of foods are good protective foods?

(Vitamin-rich fruits and vegetables)

Fruits - orange	Vegetables - green leaves
grapefruit	spinach
mango	cabbage
avocado	carrots
papaya	pumpkin
guava	tomatoes
pineapple	pumpkin leaves
breadfruit	kale
lime	bean leaves
lemon	cowpea leaves

What types of foods are good energy sources?

(Fat, carbohydrate-rich foods)

breads	potatoes
cereals	yams
rice	sweet potato
wheat	cassava
maize - corn	oils and fats
millet	

What types of foods are body-building foods?

(Protein-rich foods)

milk	peas
eggs	beans
meat	cheeses
fish	ground nuts
legumes	grams and pulses

Adapted from: American Home Economics Association. International Family Planning Project. *Integrating family planning and home economics resource handbook--part I*. Prepared by College of Home Economics, Iowa State University in cooperation with American Home Economics Association. Washington, D.C., 1976, p. 64-65, 67-68, 72.